

20 Changes

It was built by a prince

Lesson profile

Vocabulary	Buildings
Reading	Changing buildings
Grammar	Past simple passive
Speaking	Plan how to reuse a building

Warmer

Give these definitions of buildings, using the present simple passive. The students say the word.

Meals are served here. (restaurant)

Your car is repaired here. (garage)

Things like cereals are made here. (factory)

You are taken here if you are very ill. (hospital)

Lots of things are bought and sold here. (supermarket)

Parcels are sent all round the world from here. (post office)

VOCABULARY

- 1 Ask the students to write as many words as they can in two minutes and see who has the biggest list. Many words for buildings came up in Unit 11 and you can refer the students back to this.

Invite two students to the front of the class. Whisper to them the name of a building and they need to demonstrate it to the rest of the class without speaking. For example, *supermarket*: one student pretends to push a supermarket trolley, reach things off the shelves and then give them to the other student at the check-out.

About you

- 2 Ask the students if they can think of any buildings which have a different use now than in the past. If they can think of several places, they can discuss them in pairs or groups.

Language note: the *s* in the noun *use* /ju:s/ and verb *used* /ju:zd/ is pronounced differently.

READING

- 3 Arrange the students into pairs to describe the photos and compare ideas. They should think of at least two possible past and present uses for each building.

Mixed ability

Present some language to structure the discussion:

It looks like a (+ noun) *Maybe it was a ...*

It looks (+ adjective) *I think it was once a ...*

You can see the ...

- 4 Pre-teach *float* (to stay in the water or air and not fall down) and *remind* (to make you remember something). Give the students three minutes to check their ideas and find the names of the buildings in the pictures.

Answers

- a This was a men's public toilet; now it's a café. It's called The Attendant.
b This was a palace; now it's a hotel called Taj Lake Palace.

- 5 Demonstrate with some statements of your own, for example: *The hotel is floating in a lake.* (False, it only looks like this.) *The café has many customers.* (True, it is busy.) The students work individually.

After checking the answers, discuss which place would be the most interesting to visit.

Answers

- 1 X It became a hotel more than forty years ago.
2 ✓ *Some of the James Bond movie Octopussy was made there!*
3 X Don Ferro isn't a station any more.
4 ✓ *... was the first train station in Argentina*
5 ✓ *... quite long and thin*
6 X It took two years to make the changes.

Extension activity

The students think of places where they live which would be good film locations, describe them and explain why.

GRAMMAR Past simple passive

- 6 Ask the students *Who built Jag Niwas?* They should find example 1 in the article and underline it and then find example 2. Ask *Are these sentences about the present or past?* (past) *Are they active or passive?* (passive) The students then complete the grammar rule.

Answers

The past simple passive is formed with the *past simple* of the verb 'be' plus the *past participle* of the main verb.

→ Grammar reference Student's Book page 166

- 7 The first example of the past simple passive is *Jag Niwas was built by Prince Maharana Jagat Singh II*. Ask *Does this tell us who did the action?* (yes) *How do we know?* (It says *by*.) Repeat the question for the second example, *The old toilets were turned into a pleasant café*, and repeat the question. (No, it's not important who did the work.)

The students go through the article, underline all the other examples of the past simple and answer the questions.

Language note: it is much more common for a passive sentence *not* to say who did the action.

Answers

Other sentences from the text:

Some of the James Bond movie Octopussy was made there!

The station was built in 1860

A lot of work was done to the building

The toilets were closed in the 1960s.

None of the examples above say who did the action. It is not always necessary to say who did the action. Sometimes nobody knows who did it. We only say who did it if we think that information is important.

Alternative presentation

Ask the students to look back at the second part of the Breakfast cereal text in Unit 19. Tell them to change the description so it is about something which was done yesterday. Explain that they will need *was/were* to change the tense of the passive sentences. Do the first paragraph together, then the students complete the changes.

Mixed ability

With prompting, stronger students could retell the description first in the present and then in the past.

Answer

First, the grain was taken to the factory, where it was cleaned and checked. Then it was prepared for cooking. It was made into flour, and mixed with other ingredients. Water was added and the mixture was boiled. When it was soft, it was put into special machines which made it into shapes like stars, circles, or even letters of the alphabet.

The shapes were baked in an oven to dry them. Then they were 'puffed' in another machine to make them light and full of air. After that, they were covered with sugar or honey. Some were filled with chocolate. The cereal pieces were then dried in hot air. Finally, the cereal was packed into boxes, ready for the shops.

Corpus challenge

Answers

I'm from Russia and my family were born there.

- 8 Ask the students if they have a favourite park and what they like to do there.

Tell them to read the text about a beautiful park in Beijing and ask some comprehension questions, for example *What was its original name?* (the Garden of Clear Ripples) (Get the students to look up the translation of *ripple* in a dictionary.) *What is it now?* (a park)

Explain the task and do the first one together. Ask *Do we need to say who did the action?* (Not essential but it is useful to know which emperor did this.)

Repeat the question for 2. (Not necessary because 'people' is obvious.) The students complete the exercise individually. When you go through the answers, get students to justify a *by* phrase.

Fast finishers

Fast finishers write down three passive sentences about China. For example:

Tea was first made in China.

Many languages are spoken there.

Answers

The Garden of Clear Ripples *was designed by* the Qing Emperor Quinlong 1 in the middle of the 16th century. But there was a war about one hundred years later and some of the garden *was destroyed*. So the garden and the buildings *were built again by* the Emperor Guangxu and *were given* a new name: the Summer Palace. The Summer Palace *was used by* the Empress Dowager Cixi. In 1924 it *was made* into a public park.

- 1 was designed (by the Qing Emperor Quinlong 1) – this is new information
- 2 was destroyed – no need for *by the people*, this is obvious
- 3 were built (by Emperor Guangxu) – this is new information
- 4 was given – no need for *by him* because Emperor Guangxu has already been mentioned
- 5 was used (by Empress Dowager Cixi /si:tʃi:/) – this is new information
- 6 was made – no need for *by someone*, this is obvious

SPEAKING

- 9 Books closed, ask the students to write down things that make a good hotel room, for example wi-fi, room service.

Books open, they look at the picture and describe it. Ask them why we would want to change the building from a hotel; for example, the hotel makes no money. Put the students into pairs to discuss and justify reusing the building. They could draw their design for the next stage.

- 10 Combine the pairs into groups for them to share, compare and give feedback. Present and elicit some criteria for the feedback, for example:
- Will it be expensive/difficult to rebuild?
 - Who will use it and why?
 - Is there anything else like this where you live?

Each group then presents their ideas to the whole class, who vote for the best idea using the criteria above.

Cooler

Ask the students what these things could be reused for and get different ideas. Give them some phrases like *It could be used to* (+ infinitive) / *as a ...* and *You might ...*

a toothbrush (to paint, as a brush for a doll's hair)
a sock (as a purse / a glove / a puppet)
a door (as a boat, as wood for a fire, as a table top)
a spoon (to play music, as a small mirror)
a towel (to climb down from windows, as a blanket)

The students could then think of other things for other students to do the same.

A big change in my life

Lesson profile

Vocabulary	Jobs
Listening	A radio interview – a new job
Vocabulary	change
Pronunciation	Sounds and spelling quiz
Reading	A biography
Writing	Write a biography

Warmer

Read out this 'passives' quiz. The students could guess the answers or look them up on mobile devices.

The 2014 World Cup was won by ... ? (Germany)

Which new country was found by Captain Cook? (Australia)

Don Quixote was written by ... ? (Cervantes)

What language was spoken in ancient Rome? (Latin)

Why were cereals first made? (as a health food)

The Mona Lisa was painted by ... ? (Leonardo da Vinci)


In groups the students could make more questions for other groups to answer.

LISTENING

- 1 Mime some jobs for the students to guess, for example pretend to repair something (mechanic). Give them two minutes to write down as many jobs as they can. They then compare their list with a partner and look back at the list in Unit 13. If the jobs in the word box in Exercise 3 have not been included, pre-teach them here. Alternatively students can work in pairs and compare their list with another pair.

Extension activity

The students mark the stressed syllable on each word, for example mechanic, and check with a dictionary.

- 2 Students take it in turns to describe the jobs. As a variation, one student could describe the job for the other student to guess. For example *They look after sick people.* (doctor)
- 3  **2.30** Books closed, ask the students if there are any jobs which they think are better for women and why. Books open, see if any of their ideas are in the word box. They then listen and choose Fiona's two jobs. Language note: gender neutral terms, like *police officer* are officially encouraged but people still use gender specific terms such as *policeman / police woman*.


Answers

receptionist, private detective

Mixed ability

Between Exercises 3 and 4 play the recording again for this reordering task.

- a Her company was bought.
 - b She left the company.
 - c Fiona solved a problem.
 - d She started her own business.
 - e Fiona became a receptionist.
 - f A friend asked Fiona for help.
- (e / a / b / f / c / d)

- 4  **2.30** See if the students already know any of the answers or if they know what to listen for. For example, question 1 will be a time period, probably years. Tell the students to make notes for the answers while they listen. Play the recording again.

Answers

- 1 Five years ago.
- 2 The job was boring and she didn't like her new boss.
- 3 Someone was taking his newspaper before he got home from work.
- 4 A dog took the newspaper and ran away with it.
- 5 The dog took the newspaper to an old lady's house. She said the dog brought the paper every day but she didn't know where it came from.
- 6 Street Detectives. She helps people with their problems.

Audioscript

George: Good morning, listeners. This is George Jackson with Changing Lives. On today's show we have Fiona Drayton. Welcome, Fiona.

Fiona: Thanks, George.

George: Now you've really changed your life, haven't you, Fiona?

Fiona: Yes, I have. Five years ago I was working as a receptionist in a small office. I was bored all the time and I was ready for a change.

George: So did you leave because the job was boring?

Fiona: No ... I left because the company was bought by a bigger company and I really didn't like my new boss. And I don't think she liked me!

George: So what did you do then?

Fiona: Well, one day I had lots of spare time and, a friend asked me for help. Someone was taking his newspaper from outside his house. It was delivered at about ten o'clock in the morning, but when he got home from work at five o'clock, it wasn't there. He asked me to watch his house and find out what was happening.

George: So what did you do?

Fiona: I sat outside his house in my car and waited. Then, at about one o'clock, a little dog came up to the house, took the paper in its mouth and ran away with it!

George: Really?!!

Fiona: Yes! I followed the dog to another house in the street. I knocked on the door and an old lady answered. She said the dog brought her a paper every day and she had no idea where it came from. I told my friend and the problem was solved!

George: So that was your first job as a private detective!

Fiona: Yes. Now I've got my own company called 'Street Detectives'.

George: That's a great story, Fiona. It was such a big change in your life! Thanks for coming on the show today and sharing your experience with us.

Fiona: You're welcome.

Extension activity

Give students a copy of the recording script and ask them to underline all examples of the past simple passive in the recording script and say why the passive is used. For example *the problem was solved* – the emphasis is on the problem and it is clear that Fiona solved it.

- 5** Arrange the students into pairs to discuss. This could be done as a role play with students taking it in turns to be Fiona and interviewing each other.

VOCABULARY

- 6** Ask the students. *Do you know anyone like Fiona who has really changed their life?* Ask them if they know any more meanings of *change* as a verb or noun. The students check their ideas with the word map and match the examples.

Fast finishers

Fast finishers can add a second sentence to some of sentences 1–7 to make a mini conversation. For example:

A: I'm sorry, I can't change a ten-pound note.
B: Don't worry, no problem.

Answers

1 c 2 g 3 a 4 e 5 d 6 b 7 f

Get talking!

See *Student's Book* page 134.

Answers


- 2 He would prefer to study computer science and languages next year. He'd prefer not to study maths.
 3 1 He wanted to talk to Mrs Green.
 2 He has to do extra work for maths.
 3 One day, she woke up and knew what she wanted to do.

2.31 Audioscript

Matthew: Hello, Mrs Green.
Mrs Green: Ah, hello, Matthew. Come in. You wanted to talk to me, just now?
Matthew: Yes. I've got to decide what subjects to do next year. I'm really not sure.

Mrs Green: Let me see. Well, you're quite good at maths, aren't you? The teachers have been pleased with your marks this year.
Matthew: You're right, I suppose. They're not bad. But I'd prefer not to study maths next year. It's too hard. I have to do extra work all the time.
Mrs Green: OK, so what would you prefer to study?
Matthew: I'd prefer to study computer science and I want to do languages, as well. Is that possible?
Mrs Green: Certainly. That's a great idea. What jobs are you thinking about doing in the future?
Matthew: I'm not sure, yet. I want to go to university, of course.
Mrs Green: Well, don't worry. I didn't know what job I wanted to do when I was your age. But then, one day, I woke up and thought, yes, I know what I want to be ... a teacher. Maybe the same will happen to you!
Matthew: Er ... no, I don't think so, Mrs Green. I don't want to be a teacher.
Mrs Green: (*sound of a bell*) Right. You'd better go back to class.
Matthew: OK. Thank you for your help, Mrs Green.
Mrs Green: You're welcome, Matthew.

PRONUNCIATION Sounds and spelling quiz

- 7**  **2.32** The students circle the word in each group that has a different vowel sound and compare answers with a partner. Then they listen and check, then listen again and repeat.

Answers

1 boy 2 fair 3 hair 4 or 5 now 6 met 7 own 8 they
 9 toe 10 were

READING

- 8** Tell the students to quickly read the fact file and answer two questions: **1** What does Robert do now? (He has a zoo.) **2** Why? (Because he wanted to change his life; he loves animals and he wanted to work with them.)
 The students then complete Robert's biography, using the fact file.

Mixed ability

Go through each space in the biography and ask students what kind of word or phrase would fit. For example, 2 will be an ordinal number because it goes before *birthday*.

Answers

1 Texas 2 eighth 3 Harvard (University) 4 maths
 5 2009 6 zoo

Extension activity

The students think of Robert's answer to this question:
But aren't zoos a bad thing for animals?

WRITING

Prepare to write

GET READY Write this on the board:

Robert Smith loves animals. Robert Smith has six dogs and Robert Smith wants two more.

Ask the students what the problem is (repetition of Robert Smith) and how to make it better (use of the pronoun *he* in the second sentence).

The students re-read the text and answer the questions. There can be different answers for the topics of the paragraphs.

Answers

There are four paragraphs.

The topics are: loved animals / university / teacher / life change

Robert's name is used in the first sentence of each paragraph.

His full name is used in the first sentence of the text.

The pronoun *he* is used in the rest of each paragraph.

PLAN Ask the students to read the Fact File about Victoria Beckham. Do they know anything else about her? What do they think about her life?

The students make notes for the biography about Victoria Beckham using the Robert Smith one as a model. They can choose which details to include.

WRITE The students write individually. Tell them to divide their work into paragraphs and think carefully about when to use Victoria's full name, when to use her first name and when to use a pronoun. Remind them that a paragraph is a minimum of two sentences.

With weaker students, do the writing in groups, with each person in the group writing one paragraph.

IMPROVE The students should check their own work and then compare with a partner.

Project

Student's Book quiz

The students will make a quiz of the information in the Student's Book. This will be a quiz of the content in the reading and listening texts, not a language test.

- Give some examples:
How many parts are there to the Merrydown Award? (four, Unit 1)
Who was the first woman to fly across the Atlantic? (Amelia Earhart, Unit 3)
- Divide the students into groups. Each student should be responsible for making questions for four units, one question for each unit (give fewer units to weaker students and/or let them work together).
- The students collect all the questions, then decide on the best 10 for their quiz. They also need to make a separate answer sheet, including the page number where the answer can be found (this could be a hint on the question paper for weaker students).
- Each group gives their quiz to another group so that they all do one another's.

Cooler

Vocabulary quiz on Units 16–20. Read out the questions for the students to answer individually or in groups.

- 1 To talk with a friend or on a computer. (*chat*, Unit 16)
- 2 You send this on a mobile phone. (*message*, Unit 16, also *text*)
- 3 I have an to see the doctor. (*appointment*, Unit 17)
- 4 The part of the body where your food stays. (*stomach*, Unit 17)
- 5 A big cup. (*mug*, Unit 18)
- 6 It is better to shoes before you buy them. (*try on*, Unit 18)
- 7 We often eat this for breakfast. (*cereal*, Unit 19)
- 8 Green and red fruit which is grown in sunny places. (*grapes*, Unit 19)
- 9 Please here for Oxford. (*change*, Unit 20)
- 10 A polite thing to reply after someone says *Thank you*. (*You're welcome*, Unit 20)

Teacher's resources

Student's Book

Grammar reference and practice page 166

Vocabulary list page 146

Workbook

Unit 20 pages 80–83

Go online for

- Progress test
- Achievement test
- Corpus tasks